

Teaching Students

Who Are Exceptional, Diverse, and
At Risk in the General Education Classroom

Sharon R. Vaughn | Candace S. Bos | Jeanne S. Schumm

SEVENTH EDITION



TEACHING STUDENTS WHO ARE EXCEPTIONAL, DIVERSE, AND AT RISK IN THE GENERAL EDUCATION CLASSROOM

SHARON R. VAUGHN

University of Texas, Austin

CANDACE S. BOS

Late of University of Texas, Austin

JEANNE SHAY SCHUMM

University of Miami

SEVENTH EDITION



330 Hudson Street, NY NY 10013

Director and Portfolio Manager: *Kevin M. Davis*
Content Producer: *Janelle Rogers*
Senior Development Editor: *Max Effenson Chuck*
Media Project Manager: *Lauren Carlson*
Portfolio Management Assistant: *Anne McAlpine*
Executive Field Marketing Manager: *Krista Clark*
Executive Product Marketing Manager: *Christopher Barry*
Procurement Specialist: *Carol Melville*

Full Service Project Management: *Thistle Hill Publishing Services*
Cover Designer: *Carie Keller*
Cover Image: *Kinzie and Riehm/Offset.com*
Composition: *Cenveo® Publisher Services*
Printer/Binder: *RR Donnelley/Menasha*
Cover Printer: *Phoenix Color/Hagerstown*
Text Font: *Adobe Garamond Pro*

Credits and acknowledgments borrowed from other sources and reproduced, with permission, in this textbook appear on the appropriate pages within the text.

Every effort has been made to provide accurate and current Internet information in this book. However, the Internet and information posted on it are constantly changing, so it is inevitable that some of the Internet addresses listed in this textbook will change.

Photo Credits: Cindy Charles/PhotoEdit, p. 2; Phovoir/Shutterstock, p. 22; Jaren Wicklund/Fotolia, p. 34; Monkey Business Images/Shutterstock, pp. 42, 64, 140; Paul Vasarhelyi/Shutterstock, p. 76; Pressmaster/Shutterstock, p. 88; Kamira/Shutterstock, p. 103; Christian Schwier/Fotolia, p. 108; AVAVA/Fotolia, p. 127; Jasmin Merdan/Fotolia, p. 145; Bill Aron/PhotoEdit, p. 146; Wavebreakmedia/Shutterstock, p. 168; Will Hart/PhotoEdit, p. 172; Laurent Gluck/BSIP/Alamy Stock Photo, p. 204; Wavebreak Media Ltd/123rf, p. 207; Robin Sachs/PhotoEdit, pp. 223, 280; Syda Productions/Shutterstock, p. 234; Mermet/Photononstop/Glow Images, p. 239; Robin Nelson/ZUMA Press, Inc./Alamy Stock Photo, p. 249; Goodluz/Fotolia, pp. 270, 490; Synchronista/Shutterstock, p. 275; Robin Nelson/PhotoEdit, p. 292; Rawpixel.com/Shutterstock, p. 302; Gregory Bull/AP Images, p. 311; Ted Foxx/Alamy Stock Photo, p. 314; Jim West/Alamy Stock Photo, p. 317; Amelie-Benoist/BSIP SA/Alamy Stock Photo, p. 325; michaeljung/Shutterstock, p. 346; Scott Cunningham/Merrill, p. 353; Karenoppe/Shutterstock, p. 367; Monkey Business/Fotolia, p. 378; Franco Lucato/Shutterstock, p. 412; Little Blue Wolf Productions/Corbis/Getty Images, p. 421; John Todd/AP Images, p. 441; Wang Hsiu-Hua/Fotolia, p. 456; Douglas J. Glass/Fotolia, p. 496

Copyright © 2018, 2014, 2011, 2007, 2003 by Pearson Education, Inc. All rights reserved. Printed in the United States of America. This publication is protected by Copyright and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. To obtain permission(s) to use material from this work, please submit a written request to Pearson Education, Inc., Permissions Department, One Lake Street, Upper Saddle River, New Jersey 07458 or you may fax your request to 201-236-3290.

Library of Congress Cataloging-in-Publication Data

Names: Vaughn, Sharon, 1952– author. | Bos, Candace S., 1950– author. | Schumm, Jeanne Shay, 1947– author.

Title: Teaching students who are exceptional, diverse, and at risk in the general education classroom / Sharon R. Vaughn, University of Texas, Austin, Candace S. Bos, Late of University of Texas, Austin, Jeanne Shay Schumm, University of Miami.

Description: Seventh edition. | New York, NY : Pearson, [2018] | Includes bibliographical references and index.

Identifiers: LCCN 2016057001 | ISBN 9780134447896 (loose-leaf text) | ISBN 0134447891 (loose-leaf text)

Subjects: LCSH: Mainstreaming in education—United States. | Special education—United States. | Children with disabilities—Education—United States. | Children with social disabilities—Education—United States. | Learning disabled children—Education—United States. | Inclusive education—United States.

Classification: LCC LC3981 .V28 2018 | DDC 371.9/0460973—dc23
LC record available at <https://lccn.loc.gov/2016057001>

10 9 8 7 6 5 4 3 2 1



ISBN 10: 0-13-444789-1
ISBN 13: 978-0-13-444789-6

Preface

This is the seventh edition of *Teaching Students Who Are Exceptional, Diverse, and at Risk in the General Education Classroom*, now in MyEducationLab.

MyEducationLab is Pearson's newest way of delivering our respected content. Fully digital and highly engaging, MyEducationLab offers an immersive learning experience designed for the way today's students read, think, and learn. Enlivening course content with media interactives and assessments, REVEL empowers educators to increase engagement with the course to better connect with students.

MyEducationLab Offers

Dynamic content matched to the way today's students read, think, and learn, including:

- **Integrated Videos** Integrated within the narrative, videos empower students to engage with concepts and take an active role in learning. MyEducationLab's unique presentation of media as an intrinsic part of course content brings the hallmark features of Pearson's bestselling titles to life.
- *Video Examples* include video of educators both in and out of the classroom, students talking about their experiences with adaptive technologies and in-class methods of teaching and learning, and parents discussing resources, adaptive technologies, and strategies they have learned to help their children at home. In each chapter, these skills and strategies tie back to relevant content and learning outcomes. These voices of real teachers telling their own stories about ways they help students, or real students talking about what has been effective for them in the general classroom, help students develop a deeper understanding about the impact of using special education skills and concepts.
- *URLs* integrated throughout the text direct students to websites where they can enhance their knowledge about relevant topics, skills, tools, and strategies for teaching and learning.
- **Quizzing and Short-Answer Response Opportunities** Located throughout MyEducationLab, quizzing affords students opportunities to check their understanding at regular intervals before moving on. Quizzes are in multiple-choice and short-answer response formats.
- *Check Your Understanding* multiple-choice assessment questions test students' knowledge of the content they have just read at the end of each major section. Feedback for the correct answer is provided.
- **Interactive Glossary** links bolded key terms in the text to glossary definitions, enabling students to read and comprehend with clarity without skipping concepts they do not understand.

New to This Edition

We have listened to our users and created a text that will be easier to use in the classroom and more engaging for students. The strength of the book continues to be its numerous learning activities addressing both elementary and secondary classrooms. Changes and enhancements include:

- Streamlined content that offers more strategies and more examples that bring our students into the classroom.

- Evidence-based research practices throughout the text that are based on the most current research and instructional strategies.
- A revised and updated Chapter 2 on response to intervention (RTI) or multitiered systems of support (MTSS) reflects the most current research and strategies. In addition, chapters throughout this text integrate and highlight information regarding understanding and using research-based practices within an RTI framework.
- Chapter 4 discusses the use of response to intervention to improve opportunities for linguistically and culturally diverse students and reduce their disproportionate representation in special education programs.
- In Chapter 6, we have significantly updated the information about identifying students with learning disabilities and ADHD. New research, strategies, and resources have also been included.
- Chapter 7 includes an enhanced section on the role of the speech and language pathologist as well as including a new strategy on how to describe practices you could suggest to the parents of a child with a speech or language disorder to support the child's communication.
- Chapter 8, in its discussion of targeting behavior problems, discusses how to implement functional behavioral assessment during any of the tiers of the RTI framework. Why and how this works are discussed.
- Chapter 10, "Teaching Students with Intellectual and Developmental Disabilities," has been updated significantly, with new research, sections, strategies, and definitions.
- Integration of the Common Core State Standards in English language arts including reading (Chapter 14), writing (Chapter 15), and listening as well as mathematics (Chapter 16). Specific applications of the standards for students with special needs are provided.

Our Approach

Today's teaching professionals are assuming considerably more responsibility for meeting the educational and behavioral needs of students from diverse backgrounds and with diverse learning needs. Teachers identify students with special needs as their greatest challenges and often their greatest rewards. Unfortunately, many general education teachers feel at a loss for finding strategies to use in educating their exceptional students. They are eager to provide appropriate instruction, yet often feel inadequately prepared to do so. Furthermore, teachers tell us that what they most want to learn are specific instructional practices that will make a difference for diverse learners, and that they want these practices to enhance the learning of all students in their classrooms.

The central theme of this book is that general education teachers can make a difference in the lives of all students, particularly students with special needs, by using the tools and strategies described in this text. What we think is particularly exciting about the recommended practices is that they improve outcomes for all learners in the classroom—not just students with special needs. Our confidence in the effectiveness of these practices comes from two important sources: (a) research documenting their effectiveness with a range of learners, and (b) our ongoing work in classrooms where these practices are successfully implemented. Many teachers whose stories appear throughout this book implement and extend the recommended practices.

Preservice teachers in our university classes, as well as practicing teachers, urged us to do more than describe curriculum adaptations; they encouraged us to provide the step-by-step procedures for how to implement curriculum adaptations in the classroom. After reading this book, prospective teachers will have more than increased knowledge about students with special needs—they will have the tools and confidence to adequately meet all of their students' academic and social needs. In addition to having the necessary background knowledge about individuals with disabilities, we think that users of this book will have the practice knowledge to improve outcomes for all learners in their classroom.

This seventh edition includes updated references to the latest research and legislation, allowing readers to look up the most recent studies on topics of interest. Throughout the text we have added new information and described instructional and behavioral practices that are evidence based. We provide innovative approaches to enhancing the teaching of diverse learners in general education classrooms.

A Focus on Applying Strategies

- Each chapter opens with an **Interview** that presents a teacher's, student's, or parent's story that directly relates to the central ideas of the chapter. Each of these stories also identifies issues and personal responses that set the tone for the material that follows.
- Each chapter closes with **Think and Apply** questions, activities, and dilemmas to challenge the reader to integrate and apply the materials presented.

In addition to the organizational features that open and close each chapter, the following features are included within chapters:

Tips for Teachers in every chapter offer specific advice, guidelines for teaching practice, and step-by-step procedures.

TIPS FOR TEACHERS 2.3

How Campus Leadership Team Members Facilitate RTI

Members of the decision-making team facilitate the RTI process in several ways, including:

- Reviewing progress-monitoring data of students in interventions and for grade levels and the school as a whole.
- Observing classroom lessons to ensure that research-based instruction is occurring.
- Providing professional development to teachers and other key educators.
- Assisting with data collection and monitoring.
- Facilitating instructional decision making.
- Providing material and human resources to implement the RTI process.
- Organizing intervention groups and monitoring their effectiveness.
- Interpreting screening, progress monitoring, and other assessment data.
- Communicating with key stakeholders to be sure instructional and behavioral plans across treatments are aligned.

The **60-Second Lesson** features throughout all chapters present brief mini-lessons that provide specific, concrete examples of how a teacher can make a difference for students with disabilities or diverse needs in only 1 minute of time.

60-SECOND LESSON

HOMEWORK BUDDIES: THINK-PAIR-SHARE

School days can be long for both teachers and students. With so much activity going on, it can be easy for students to forget assignments or forget books or materials they might need to complete homework assignments. This is true for students who are in a self-contained class or in departmentalized classes when students move from room to room.

Activities for All Learners features present sample lessons that include objectives, procedures, and application suggestions for classroom implementation.

ACTIVITIES FOR ALL LEARNERS

Using a Timer to Change Behavior

Purpose: To increase appropriate behavior, such as on-task behavior, and to reduce inappropriate behavior, such as being out of seat

Materials: Kitchen timer

Procedures:

1. Show students the kitchen timer and indicate that you will be using it to cue students to look for on-task behavior in the class. Discuss with students what behaviors will be included (e.g.,

working, completing an assignment, asking a question, reading a text).

2. Indicate that the timer will ring at different intervals and that all groups or individuals who are on task when the timer rings will be awarded a point.

3. Set the timer initially for a range of times (from 5 to 10 minutes), and then for longer periods of time.

Tech Tips provide access to resources that will provide guidelines and advice about tools, skills, and teaching strategies.

TECH TIPS

Useful Tools for Students with Learning Disabilities

Web Resources for Teachers, Parents, and Students

CHADD (Children and Adults with Attention-Deficit/Hyperactivity Disorder) (www.chadd.org)

Attention Deficit Disorder Association (www.add.org)

LD Online (www.ldonline.org)

Keyboarding

Early on, students who have difficulty with handwriting, either for composition or note-taking—regardless of the reason—should be taught keyboarding. There are many excellent computer-based keyboarding tutorials:

MAVIS BEACON TEACHES TYPING from Broderbund (www.mavisbeacon.com)

This ever-popular product keeps users engaged and motivated through many different games and exercises.

Talking Word-Processing Programs

Talking word-processing programs can help young writers by speaking letters,

words, and sentences as they are typed, thus providing auditory as well as visual feedback in the writing process.

WRITE: OUTLOUD 6 by Don Johnston Incorporated (www.donjohnston.com)

Search for Write: OutLoud 6 on the Don Johnston, Inc. site. This product provides struggling writers in grades 3 through 12 with auditory tools that will help them write more effectively.

Word-Prediction Software

Students receive a list of possible words after every letter typed and can choose the desired word; offers support for spelling and word choices, and can be individualized with custom word banks and topic dictionaries. Also includes built-in speech recognition.

CO-WRITER 7 from Don Johnston Incorporated (www.donjohnston.com)

On the home page for the Don Johnson Inc., click on the Co-Writer 7 tab, then learn more about this word-prediction software.

Podcasts

Mobile devices are not just for listening to music. Students can record lectures, download audio files to their devices, and listen to lectures while studying for tests or reviewing and editing notes.

LEARNING ALLY (FORMERLY THE RECORDINGS FOR THE BLIND AND DYSLEXIC®) (RFB&D) (<http://www.learnally.org>)

The RFB&D is an organization that provides books and other materials recorded for individuals who have learning disabilities or visual disabilities.

iPad/iPod™

applications include:

- Read2Go
- Typ-O HD
- Sentence Builder
- Dragon Dictation

Support Materials for Instructors

The following resources are available for instructors to download on www.pearsonhighered.com/educators. Instructors enter the author or title of this book, select this particular edition of the book, and then click on the “Resources” tab to log in and download textbook supplements.

INSTRUCTOR’S RESOURCE MANUAL AND TEST BANK 0-13-444784-0

The Instructor’s Resource Manual and Test Bank includes suggestions for learning activities, additional Experiencing Firsthand exercises, supplementary lectures, case study analyses, discussion topics, group activities, and a robust collection of test items. Some items (lower-level questions) simply ask students to identify or explain concepts and principles they have learned. But many others (higher-level questions) ask students to apply those same concepts and principles to specific classroom situations—that is, to actual student behaviors and teaching strategies.

POWERPOINT™ SLIDES 0-13-444785-9

The PowerPoint™ slides include key concept summarizations that enhance learning. They are designed to help students understand, organize, and remember core concepts and theories.

TESTGEN 0-13-444787-5

TestGen is a powerful test generator that instructors install on a computer and use in conjunction with the TestGen testbank file for the text. Assessments may be created for print or testing online.

TestGen is available exclusively from Pearson Education publishers. Instructors install TestGen on a personal computer (Windows or Macintosh) and create tests for classroom testing and for other specialized delivery options, such as over a local area network or on the web. A test bank, which is also called a Test Item File (TIF), typically contains a large set of test items, organized by chapter and ready for use in creating a test, based on the associated textbook material.

The tests can be downloaded in the following formats:

TestGen Testbank file—PC

TestGen Testbank file—MAC

TestGen Testbank—Blackboard 9 TIF

TestGen Testbank—Blackboard CE/Vista (WebCT) TIF

Angel Test Bank (zip)

D2L Test Bank (zip)

Moodle Test Bank

Sakai Test Bank (zip)

Acknowledgments

We have many people to thank for their generous contributions of time, knowledge, experience, and sound advice. We are deeply grateful to the many teachers who have shared their classrooms, students, and experiences with us. In particular, we would like to extend our heartfelt thanks to the teachers and principals of Flamingo Elementary School and Henry S. West Laboratory School. We would also like to thank the many students in the teacher preparation programs at the University of Arizona, the University of Miami, and the University of Texas who have helped us better understand the important attitudes, knowledge, and skills necessary for new teachers preparing to teach diverse learners.

Just a few of the many people whose names should be in lights for their generous contributions to earlier editions of this book are: Mary Hinson, for sharing her valuable knowledge as a job developer and university instructor for the mainstreaming course for secondary teachers; Sharon Kutok, for sharing her valuable knowledge as a speech/language pathologist; Elba Reyes and Manuel Bello, for reviewing and providing insights on teaching students with cultural and linguistic diversity; Paulette Jackson, for providing expert assistance with manuscript preparation and permissions; and Jean G. Ulman, whose knowledge about technology and special education benefited the Tech Tips.

A special thanks to Sandra Bowen, Penny Rosenblum, and Andrea Morrison. Their expertise in educating students with hearing impairments, visual impairments, and mental retardation/severe disabilities, respectively, was a valuable resource. Sandra played an important role in writing the section on hearing impairments. Penny took on a similar role in writing the section on visual impairments in the same chapter. Andrea not only worked on the physical disabilities and health impairments section of the text, but also played a significant role in writing the chapter on developmental disabilities. We would also like to thank Mark F. O'Reilly, Jeff Sigafos, and Giulio Lancioni for their contribution of the earlier editions of the chapter on autism.

Ae-Hwa Kim, Alison Gould Boardman, and Jane Sinagub assisted with all aspects of manuscript preparation, including expert editorial work and good judgment. Their contribution to the book is extensive. I would particularly like to recognize the careful and thoughtful work of Ae-Hwa Kim, who made a significant contribution to the third edition, and Alison Gould Boardman for her significant contributions to the fourth edition. Alison Gould Boardman provided valuable assistance with the Tips for Teachers, the Appendix, and text reflecting policy changes. Brianna Bednarski provided much-appreciated editorial assistance with the sixth edition. We also want to acknowledge Dr. Heather Garrison from East Stroudsburg University of Pennsylvania for preparing the Learning Outcome Quizzes as well as her work on the revised author supplements.

We also benefited from the suggestions and revisions of outstanding reviewers. Thank you for your generous assistance: Beverly Argus-Calvo, The University of Texas at El Paso; Manuel Barrera, Metropolitan State University; Sherry DeMik, Valparaiso University; Yeunjoo Lee, California State University—Bakersfield; and A. Helene Robinson, University of South Florida—Sarasota Manatee.

There are also a handful of individuals who each put their respective areas of research expertise to work for us in a close reading of just a single chapter in their specialty

area. Susan Johnston of the University of Utah gave us assistance with the chapter on communication disorders. Kathleen Robins, Janice Day, and Cheryl Winston of the University of Utah provided commentary on the text about vision/hearing/physical challenges. Missy Olive of the University of Texas gave feedback regarding pervasive developmental disorders. Jeff Sigafoos of the University of Texas provided insights on the chapter on developmental disabilities. Alliete Alfano of the University of Miami provided an expert review of the chapter on visual impairments, hearing loss, physical disabilities, health impairments, and traumatic brain injury. Michel Miller, also of the University of Miami, provided valuable comments on the chapter covering students with developmental disabilities. Jennifer Langer-Osuna of the University of Miami offered insights on the chapter covering teaching mathematics. Like all authors, we were not always anxious to rewrite but soon realized the benefits from their helpful suggestions and resources.

The personnel at Pearson Education provided ongoing support for this book. Ray Short, Senior Editor, contacted us about writing the book initially and provided encouragement and continuous positive feedback. He was a wonderful resource when the going got tough, assuring us we were making fine progress. The third and fourth editions of the book benefited enormously from the caring and careful work of Virginia Lanigan. Upon the sudden death of our coauthor Candace Bos, Virginia was a source of social and professional support. She truly guided these editions through completion. We are very grateful to her.

The fifth, sixth, and seventh editions of the book benefited from the insights and suggestions of Ann Davis, editor, and Max Effenson Chuck, development editor. Ann Davis is an outstanding editor. We have worked with numerous editors across many publishers and Ann is simply remarkable. She has extraordinary insight and vision, and we consider ourselves extremely fortunate to work with her. Max was our guide throughout the significant revisions we undertook for this edition. We cannot imagine how to adequately thank her or acknowledge the significance of her insights, support, and very fine editorial suggestions. We think you'll agree that this edition is by far our best edition yet.

We also would like to give a very special thank you to our husbands for their steadfast support and personal sacrifices: Jim Dammann and Jerry Schumm.

—SRV

—JSS

Brief Contents

- 1** Special Education and Inclusive Schooling 2
- 2** Response to Intervention and Multitiered Systems of Support: Developing Success for All Learners 42
- 3** Communicating and Collaborating with Other Professionals and Families 76
- 4** Teaching Culturally and Linguistically Diverse Students 108
- 5** Promoting Social Acceptance and Managing Student Behavior 140
- 6** Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder 168
- 7** Teaching Students with Communication Disorders 204
- 8** Teaching Students with Emotional and Behavioral Disorders 234
- 9** Teaching Students with Autism Spectrum Disorders/ Pervasive Developmental Disorders 270
- 10** Teaching Students with Intellectual and Developmental Disabilities 292
- 11** Teaching Students with Lower-Incidence Disabilities 314
- 12** Differentiating Instruction and Assessment for All Learners 346
- 13** Promoting Content Learning Through the Teaching and Learning Connection 378
- 14** Facilitating Reading 412
- 15** Facilitating Writing 456
- 16** Helping All Students Succeed in Mathematics 496

This page intentionally left blank

Contents

Preface iii

1 Special Education and Inclusive Schooling 2

Interview: Elizabeth Diller 3

1.1 Early and Recent Foundations of Special Education 4

- 1.1.1 Early Influences 4
- 1.1.2 Recent Influences 5
- 1.1.3 IDEIA and the Vocational Rehabilitation Act 6
- 1.1.4 Provisions and Guidelines for Implementing IDEIA 7
- 1.1.5 Provisions of the Vocational Rehabilitation Act 10
- 1.1.6 Continuum of Educational Services: Concept of Least Restrictive Environment 11
- 1.1.7 The Individualized Education Program (IEP) 13

1.2 Responsibilities of Classroom Teachers 21

- 1.2.1 Participating in the Referral and Planning Process 24
- 1.2.2 Adapting Instruction 29

1.3 No Child Left Behind Act, Expanding IDEIA, and Inclusion 30

- 1.3.1 Testing Accommodations for Students with Disabilities 31
- 1.3.2 Expanding the Impact of the IDEIA 32
- 1.3.3 Inclusion 36
- 1.3.4 Accessing Information About Students 37
- 1.3.5 Inclusion Issues 38

Summary 41

Think and Apply 41

2 Response to Intervention and Multitiered Systems of Support: Developing Success for All Learners 42

Interview: Jane Jarrell 43

2.1 Past and Present Challenges: The Need for RTI 45

- 2.1.1 Previous Identification Procedures 45
- 2.1.2 Initiatives Influencing RTI 46
- 2.1.3 The Individuals with Disabilities Education Improvement Act (IDEIA 2004) 47

2.2 Components of Response to Intervention 49

2.2.1 Progress Monitoring within the RTI Framework 52

2.2.2 Tiers of Intervention: Multitiered Systems of Support (MTSS) 52

2.3 Universal Screening and Progress Monitoring 55

- 2.3.1 Using Screening to Make Educational Decisions 55
- 2.3.2 Using Progress Monitoring to Assess Students' Response to Interventions 57
- 2.3.3 Implementing Interventions 57
- 2.3.4 Standard Treatment Protocol 58
- 2.3.5 Problem-Solving Model 58
- 2.3.6 Differences Between the Standard Protocol and Problem-Solving Models 59
- 2.3.7 Decision-Making Teams (Campus or RTI Leadership Teams) 60

2.4 Special Considerations for Implementing RTI 61

- 2.4.1 Responders and Nonresponders to Intervention 61
- 2.4.2 Implementing Interventions 62
- 2.4.3 RTI for Students Who Are Culturally and Linguistically Diverse 64
- 2.4.4 Working with Families 65
- 2.4.5 Role of Teachers in an RTI Model 66
- 2.4.6 Using RTI Data to Identify Students with Learning Disabilities 68
- 2.4.7 Providing Interventions 70
- 2.4.8 Using RTI Models in Middle Schools and High Schools 70

Summary 74

Think and Apply 75

3 Communicating and Collaborating with Other Professionals and Families 76

Interview: Margaret Cox 77

3.1 Critical Communication Skills 78

- 3.1.1 Acceptance 80
- 3.1.2 Listening 80
- 3.1.3 Questioning 81
- 3.1.4 Staying Focused 81

3.2 Collaborating with Other Professionals 82

- 3.2.1 Collaboration 82
- 3.2.2 Collaboration Models 84
- 3.2.3 Consultation 84
- 3.2.4 Teaming 86
- 3.2.5 Co-Planning 86
- 3.2.6 Co-Teaching 88
- 3.2.7 Co-Assessment/Co-Grading 92
- 3.2.8 Collaborating with Paraeducators 93
- 3.2.9 Collaboration Issues and Dilemmas 95

3.3 Working with Families 97

- 3.3.1 Family Collaboration 98
- 3.3.2 Family Adjustment 100
- 3.3.3 Homework 100
- 3.3.4 Planned and Unplanned Parent Conferences 103
- 3.3.5 School-to-Home Communication 105

Summary 107

Think and Apply 107

4 Teaching Culturally and Linguistically Diverse Students 108

Interview: Kristina Zayas-Bazan 109

4.1 Diversity in Classrooms 110

- 4.1.1 Achievement Disparities 110
- 4.1.2 Culturally Responsive Teaching 111
- 4.1.3 Understanding Diverse Cultures 112
- 4.1.4 Understanding Cultural Characteristics 114

4.2 Multicultural Education 116

- 4.2.1 Dimensions of Multicultural Education 116
- 4.2.2 Desired Student Outcomes 118
- 4.2.3 Multicultural Curricula 118

4.3 Linguistic Diversity and Second-Language Acquisition 122

- 4.3.1 Programs for Promoting Second-Language Acquisition 122
- 4.3.2 Instruction in English as a Second Language 123
- 4.3.3 Bilingual Education 123
- 4.3.4 Framework for Second-Language Acquisition 125
- 4.3.5 The Learning and Developmental Process 126
- 4.3.6 Secondary Language Output 127
- 4.3.7 Language Variation and Dialect 128

- 4.3.8 Historical Perspective on ESL Instruction and Bilingual Education 128

4.4 Assessment of Students with Cultural and Linguistic Differences 131

4.5 Instructional Guidelines and Accommodations for Diverse Students 133

- 4.5.1 Culturally Responsive Teaching to Accommodate English Language Learners 133
- 4.5.2 Best Practices in English Language Learning 134

Summary 139

Think and Apply 139

5 Promoting Social Acceptance and Managing Student Behavior 140

Interview: Samantha Dietz 141

5.1 Establishing a Positive Classroom Climate 142

- 5.1.1 Arranging the Physical Space 142
- 5.1.2 Creating a Respectful Learning Community 143
- 5.1.3 Engaging Students Through Class Meetings 144

5.2 Increasing Social Acceptance of Students with Disabilities 145

- 5.2.1 Enhancing Students' Self-Concepts 146

5.3 Recognizing and Preventing Bullying 148

5.4 Understanding Behavior Management in Culturally Diverse Classrooms 150

5.5 Providing Positive Behavior Intervention Supports Within a RTI Framework 152

- 5.5.1 Positive Behavior Intervention Supports as Prevention 152
- 5.5.2 Schoolwide Positive Behavior Intervention Supports 153
- 5.5.3 Positive Behavior Intervention Supports and Response to Intervention 155

5.6 Positive Behavior Intervention Supports: Universal Strategies for Managing Student Behavior 155

- 5.6.1 Focusing on Positive Behaviors 157
- 5.6.2 Using Reinforcers to Encourage Positive Behavior 158
- 5.6.3 Establishing Clear Rules with Known Consequences 160
- 5.6.4 Helping Students to Change Inappropriate Behavior 161

Summary 166

Think and Apply 166

6 Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder 168

Interview: Tammy Gregory 169

- 6.1 Learning Disabilities 170
 - 6.1.1 Definitions of Learning Disabilities 170
- 6.2 Characteristics of Students with Learning Disabilities 171
 - 6.2.1 Types of Learning Disabilities 173
 - 6.2.2 Lifelong Outcomes for Individuals with Learning Disabilities 175
 - 6.2.3 Prevalence of Learning Disabilities 175
- 6.3 Identification of Students with Learning Disabilities 176
 - 6.3.1 Discrepancy between IQ and Achievement 176
 - 6.3.2 Response to Intervention 176
 - 6.3.3 Teachers' Role in the Identification Process 177
- 6.4 Instructional Techniques and Accommodations for Students with Learning Disabilities 179
 - 6.4.1 Providing a Framework for Learning 180
- 6.5 Attention Deficit Hyperactivity Disorder 187
- 6.6 Characteristics of Students with Attention Deficit Hyperactivity Disorder 190
 - 6.6.1 Teachers' Roles in Helping Others Understand ADHD 191
 - 6.6.2 Working with Students Who Have ADHD 191
 - 6.6.3 Prevalence of Attention Deficit Hyperactivity Disorder 193
- 6.7 Identification and Assessment of Students with Attention Deficit Hyperactivity Disorder 194
 - 6.7.1 Eligibility for ADHD Services and Special Education Law 194
- 6.8 Instructional Guidelines and Accommodations for Students with Attention Deficit Hyperactivity Disorder 195
 - 6.8.1 Educational Interventions 196
 - 6.8.2 Medication as One Aspect of Treatment for ADHD 198
 - 6.8.3 Teacher's Role in Monitoring Medication 201

Summary 202

Think and Apply 202

7 Teaching Students with Communication Disorders 204

Interview: Lorri Johnson 205

- 7.1 Communication Disorders 206
 - 7.1.1 Speech Disorders 207
 - 7.1.2 Language Content 210
 - 7.1.3 Vocabulary 211
 - 7.1.4 Language Form 213
 - 7.1.5 Prevalence of Communication Disorders 220
 - 7.2 Causes of Communication Disorders 220
 - 7.3 Identifying Students with Communication Disorders 221
 - 7.3.1 Observe and Listen to Student Communication 221
 - 7.3.2 Differentiate Between ELL Learning Curves and Language Disabilities or Disorders 222
 - 7.4 Instructional Guidelines and Accommodations for Students with Communication Disorders 223
 - 7.4.1 Facilitating Speech Development 224
 - 7.4.2 Using Effective Teaching Strategies for Language Intervention 231
 - 7.5 Working with Parents to Extend Language Concepts 232
- Summary 233
- Think and Apply 233

8 Teaching Students with Emotional and Behavioral Disorders 234

Interview: Adalyn Saladrigas 235

- 8.1 Understanding Emotional and Behavioral Disorders 236
 - 8.1.1 The Federal Government's Definition of Emotional and Behavioral Disorders 236
 - 8.1.2 An Alternative Definition of Emotional and Behavioral Disorders 237
 - 8.1.3 Prevalence of Students with Emotional or Behavioral Disorders 238
 - 8.1.4 Types and Characteristics of Emotional or Behavioral Disorders 239
 - 8.1.5 The Diagnostic and Statistical Manual of Mental Disorders 240
 - 8.1.6 Conduct and Aggression 244

- 8.1.7 *Socialized Aggression* 244
- 8.1.8 *Schizophrenia* 245
- 8.2 Causes of Emotional and Behavioral Disorders 246**
 - 8.2.1 *Biological Causes* 246
 - 8.2.2 *Environmental Causes* 247
- 8.3 Identification and Assessment of Students with Emotional and Behavioral Disorders 248**
 - 8.3.1 *Initial Identification* 248
 - 8.3.2 *Response to Intervention for Students with Emotional and Behavioral Disorders* 250
 - 8.3.3 *Universal Screening and Progress Monitoring* 252
 - 8.3.4 *Developing a Functional Behavioral Assessment* 253
- 8.4 Effective Teaching Practices for Students with Emotional or Behavioral Disorders 256**
 - 8.4.1 *Guidelines and Accommodations for Students with Emotional or Behavioral Disorders* 256
 - 8.4.2 *Changing Behavior* 257
 - 8.4.3 *Resolving Conflicts and Promoting Self-Control* 259
 - 8.4.4 *Teaching Self-Monitoring Skills* 261
 - 8.4.5 *Teaching Self-Management Skills* 261
 - 8.4.6 *Teaching Social Skills* 263
 - 8.4.7 *Using Social Learning Strategies* 265
 - 8.4.8 *Implementing School-Based Wraparound* 266
 - 8.4.9 *Adapting Instruction* 267

Summary 269

Think and Apply 269

9 Teaching Students with Autism Spectrum Disorders/Pervasive Developmental Disorders 270

Interview: Kelly Page 271

- 9.1 Definitions and Characteristics of Autism Spectrum Disorders/Asperger Syndrome and Pervasive Developmental Disorders 272**
 - 9.1.1 *Autism* 274
 - 9.1.2 *Asperger Syndrome* 275
 - 9.1.3 *Rett Syndrome* 276
 - 9.1.4 *Childhood Disintegrative Disorder* 276
 - 9.1.5 *Pervasive Developmental Disorder—Not Otherwise Specified* 277
 - 9.1.6 *Characteristics of Students with ASD* 277
 - 9.1.7 *Social Skills* 277
 - 9.1.8 *Communication Skills* 277
 - 9.1.9 *Repetitive Behaviors and Routines* 278

- 9.2 Identification and Assessment of Students with Autism Spectrum Disorders 279**
- 9.3 Curricular and Instructional Guidelines for Students with Autism Spectrum Disorders 279**
 - 9.3.1 *Assess Preferences* 280
 - 9.3.2 *Establish a Classroom Routine* 280
 - 9.3.3 *Teach Academic Skills* 281
 - 9.3.4 *Teach Communication Skills* 281
 - 9.3.5 *Teach Social Skills* 284
 - 9.3.6 *Social Story Interventions* 286
- 9.4 Addressing Challenging Behaviors 288**
 - 9.4.1 *Using Functional Behavioral Assessment (FBA)* 289
 - 9.4.2 *Using Positive Behavioral Support* 290

Summary 291

Think and Apply 291

10 Teaching Students with Intellectual and Developmental Disabilities 292

Interview: Chris Johnson 293

- 10.1 Understanding Intellectual and Developmental Disabilities 294**
 - 10.1.1 *Definition of Intellectual and Developmental Disabilities* 294
 - 10.1.2 *Characteristics of Students with Intellectual Disabilities* 295
- 10.2 Causes of Intellectual Disabilities 297**
 - 10.2.1 *Chromosomal Disorders* 297
 - 10.2.2 *Other Causes of Intellectual Disabilities* 298
 - 10.2.3 *Comorbidity* 298
- 10.3 Identification of Students with Intellectual Disabilities 299**
 - 10.3.1 *Intellectual Functioning* 299
 - 10.3.2 *Adaptive Behavior* 299
 - 10.3.3 *Systems of Support* 300
 - 10.3.4 *Levels of Severity* 300
 - 10.3.5 *Teacher's Role in Identifying Students with Intellectual and Developmental Disabilities* 300
- 10.4 Instructional Techniques and Accommodations for Students with Intellectual Disabilities 301**
 - 10.4.1 *Role of the General Education Teacher* 301
 - 10.4.2 *Planning* 302
 - 10.4.3 *Assessment* 304
 - 10.4.4 *Curriculum Adaptations* 305
 - 10.4.5 *Instructional Practices* 306

- 10.4.6 *Strategies to Support Students in the General Education Classroom* 308
- 10.4.7 *Providing Opportunities for Functional Practice* 311
- 10.4.8 *Encouraging Family Involvement* 312

Summary 312

Think and Apply 313

11 Teaching Students with Lower-Incidence Disabilities 314

Interview: Peggy Kirkland 315

11.1 Students with Visual Impairments 316

- 11.1.1 *Definitions and Types of Visual Impairments* 316
- 11.1.2 *Characteristics of Students with Visual Impairments* 318
- 11.1.3 *Prevalence of Students with Visual Impairments* 319
- 11.1.4 *Identification and Assessment of Students with Visual Impairments* 319
- 11.1.5 *Instructional Guidelines and Accommodations for Students with Visual Impairments* 320

11.2 Students with Hearing Loss 324

- 11.2.1 *Definitions and Types of Hearing Loss* 324
- 11.2.2 *Characteristics of Students with Hearing Loss* 325
- 11.2.3 *Prevalence of Students with Hearing Loss* 326
- 11.2.4 *Identification and Assessment of Students with Hearing Loss* 327
- 11.2.5 *Instructional Guidelines and Accommodations for Students with Hearing Loss* 328

11.3 Students with Physical Disabilities, Health Impairments, and Traumatic Brain Injury 330

- 11.3.1 *Definitions and Types of Physical Disabilities, Health Impairments, and Traumatic Brain Injury* 331
- 11.3.2 *Characteristics of Students with Physical Disabilities, Health Impairments, and Traumatic Brain Injury* 332
- 11.3.3 *Prevalence of Students with Physical Disabilities, Health Impairments, and Traumatic Brain Injury* 335
- 11.3.4 *Identification and Assessment of Students with Physical Disabilities, Health Impairments, and Traumatic Brain Injury* 336
- 11.3.5 *Instructional Guidelines and Accommodations for Students with Physical Disabilities, Health Impairments, and Traumatic Brain Injury* 336

11.4 Students with Multiple or Dual Sensory Disabilities 340

- 11.4.1 *Definitions of Multiple and Dual Sensory Disabilities* 340
- 11.4.2 *Characteristics of Students with Multiple or Dual Sensory Disabilities* 341
- 11.4.3 *Prevalence of Students with Multiple and Dual Sensory Disabilities* 342
- 11.4.4 *Instructional Guidelines and Accommodations for Students with Multiple and Dual Sensory Disabilities* 342

Summary 343

Think and Apply 344

12 Differentiating Instruction and Assessment for All Learners 346

Interview: Stephanie Blum and Christine Sheng 347

12.1 Standards-Based Instruction 348

- 12.1.1 *The Release of the Common Core State Standards* 348
- 12.1.2 *Implementation of the Common Core State Standards* 350

12.2 Differentiating Instruction 350

- 12.2.1 *What Is Differentiated Instruction?* 351
- 12.2.2 *Components of Differentiated Instruction* 352
- 12.2.3 *Differentiated Instructing Using Flexible Grouping* 352
- 12.2.4 *Using Learning Stations to Differentiate Instruction* 353
- 12.2.5 *How Can I Differentiate Assignments and Homework?* 354
- 12.2.6 *How Can I Plan for Differentiated Instruction?* 355
- 12.2.7 *How Can I Accommodate Students Who Are Gifted and Talented?* 359

12.3 Differentiating Reading Assignments 362

- 12.3.1 *Familiarizing Yourself with the Texts* 363
- 12.3.2 *Understanding How Students Interact with and Respond to Text* 364
- 12.3.3 *Making Adaptations* 364
- 12.3.4 *Comprehension Canopy* 366

12.4 Differentiating Assessment 368

- 12.4.1 *Preparing Students for High-Stakes Tests* 369
- 12.4.2 *Helping Students Develop Test-Taking Strategies* 369
- 12.4.3 *Grading* 374

Summary 375

Think and Apply 376

13 Promoting Content Learning Through the Teaching and Learning Connection 378

Interview: Patricia Grande, Amanda Reh, and Andrew DeMuro 379

13.1 Preparing Lessons that Promote Engagement 380

- 13.1.1 Getting Ready to Support Learning 380
- 13.1.2 Creating Listener-Friendly Lectures 383
- 13.1.3 Enhancing Lectures with Demonstrations 385
- 13.1.4 Fostering Listening and Taking Notes in Class 385

13.2 Using Questioning and Discussion to Promote Student Engagement 388

- 13.2.1 Encouraging Participation in Class 389
- 13.2.2 Questioning 389
- 13.2.3 Generating Classroom Discussions 391

13.3 Using Graphic Organizers 391

- 13.3.1 Discussion Webs 392
- 13.3.2 Semantic Maps 393
- 13.3.3 Concept Diagrams 393
- 13.3.4 Timelines 393

13.4 Promoting Student Success with Clear Assignments and Teaching of Organizational Skills 395

- 13.4.1 Giving Assignments That Promote Student Success 395
- 13.4.2 Developing Independence in Completing Assignments 396

13.5 Effective Strategy Instruction 401

- 13.5.1 The Goals of Strategy Instruction 403
- 13.5.2 Tools of Strategy Instruction 404
- 13.5.3 Memory Strategies 405
- 13.5.4 A Strategy for Self-Monitoring 408
- 13.5.5 Strategies for Self-Advocacy 409

Summary 411

Think and Apply 411

14 Facilitating Reading 412

Interview: Ines Lezcano 413

14.1 Reading Instruction 414

- 14.1.1 Three Key Concepts Underlying Reading Instruction 415
- 14.1.2 Components of Reading Instruction 416
- 14.1.3 Learning Difficulties in the Process of Reading 417
- 14.1.4 Standards-Based Instruction 418
- 14.1.5 Collaborating with Other Professionals 418

14.2 Effective Reading Instruction for Struggling Readers 420

- 14.2.1 Establishing an Environment to Promote Reading 420
- 14.2.2 Assessment 421
- 14.2.3 Screening 423
- 14.2.4 Diagnosis 423
- 14.2.5 Progress Monitoring 424
- 14.2.6 Using Data from Progress Monitoring 424
- 14.2.7 Assessments Used for Accountability 425
- 14.2.8 Providing Early Intervention and Intensive Instruction 425
- 14.2.9 Providing Ongoing Support for Older Readers with Reading Difficulties 427
- 14.2.10 Providing Support for English Language Learners 428

14.3 Strategies for Teaching Phonological Awareness and Phonics 429

- 14.3.1 Teaching Phonological Awareness 430
- 14.3.2 Teaching Phonics 432

14.4 Strategies for Teaching Word Identification 435

- 14.4.1 Teaching Sight Words 435
- 14.4.2 Teaching Decoding Strategies 437
- 14.4.3 Phonic Analysis 437
- 14.4.4 Onset-Rime 437
- 14.4.5 Morphological Awareness 438
- 14.4.6 Syntax and Semantics 440
- 14.4.7 Techniques for Teaching Decoding and Sight Words 440

14.5 Strategies for Helping Students Develop Fluency 442

- 14.5.1 Using Response to Intervention (RTI) to Promote Fluency 442
- 14.5.2 Reading Aloud 443
- 14.5.3 Repeated Reading 443
- 14.5.4 Research Findings on Repeated Reading 444
- 14.5.5 Peer Tutoring 445

14.6 Strategies for Improving Reading Comprehension 446

- 14.6.1 Close Reading of Text 447
- 14.6.2 Vocabulary Knowledge 447
- 14.6.3 Question–Answer Relationships Strategy 449
- 14.6.4 Questioning the Author 451
- 14.6.5 Collaborative Strategic Reading 452

Summary 454

Think and Apply 455

15 Facilitating Writing 456

Interview: Michelle Langlois 457

- 15.1 Current Trends in Writing Curricula and Instruction 458**
 - 15.1.1 *Common Core Standards–Based Writing Instruction and Research-Based Practices* 458
 - 15.1.2 *Emphasis on Assessment and Progress Monitoring* 459
 - 15.1.3 *Progress Monitoring and Writing* 460
 - 15.1.4 *Response to Intervention and Writing* 462
 - 15.1.5 *Writing Rubrics and Portfolios* 462
 - 15.2 Teaching Writing as a Process 464**
 - 15.2.1 *Writing as an Interactive Process* 464
 - 15.2.2 *Writing as a Strategic Process* 465
 - 15.2.3 *Writing as a Process of Constructing Meaning* 465
 - 15.2.4 *Writing as a Student-Centered Process* 466
 - 15.2.5 *Writing as a Socially Mediated Language-Learning Activity* 467
 - 15.3 Strategies for Establishing an Environment That Promotes Writing 467**
 - 15.3.1 *Physical Environment* 467
 - 15.3.2 *Strategies for Conducting a Writing Workshop* 469
 - 15.4 Making Adaptations for Struggling Writers: Teachers' Practices 472**
 - 15.4.1 *Prewriting: Getting Started* 472
 - 15.4.2 *Selecting Topics* 472
 - 15.4.3 *Problems in Topic Selection* 473
 - 15.4.4 *Planning* 473
 - 15.4.5 *Composing* 474
 - 15.4.6 *Editing* 474
 - 15.4.7 *Revising* 474
 - 15.4.8 *Publishing* 475
 - 15.4.9 *Sharing* 475
 - 15.4.10 *Conferencing* 476
 - 15.5 Strategies for Teaching Narrative, Expository, and Opinion/Argument Writing 477**
 - 15.5.1 *Narrative Writing* 478
 - 15.5.2 *Expository Writing* 479
 - 15.5.3 *Paragraph Writing* 480
 - 15.5.4 *Essay Writing* 480
 - 15.5.5 *Opinion/Argument Writing* 480
 - 15.6 Teaching Spelling Skills 482**
 - 15.6.1 *Approaches to Spelling Instruction* 483
 - 15.6.2 *Spelling Instruction for Students with Learning Difficulties and Disabilities* 484
 - 15.6.3 *Principles of Effective Spelling Instruction* 487
 - 15.7 Teaching Handwriting and Keyboarding Skills 488**
 - 15.7.1 *Trends in Handwriting Instruction* 488
 - 15.7.2 *Students with Difficulty in Handwriting* 489
 - 15.7.3 *Principles of Effective Handwriting Instruction* 489
 - 15.7.4 *Fluency* 492
 - 15.7.5 *Principles of Effective Keyboarding Instruction* 492
- Summary 494
Think and Apply 495
- ## 16 Helping All Students Succeed in Mathematics 496
- Interview: Rodney Rouzard 497
- 16.1 Current Trends in Mathematics Curriculum and Instruction 498**
 - 16.1.1 *Influences on Math Instruction* 498
 - 16.1.2 *Mathematical Problem Solving* 500
 - 16.1.3 *Math Proficiency* 501
 - 16.2 Difficulties in Learning Mathematics 503**
 - 16.2.1 *Developmental Arithmetic Disorder* 503
 - 16.2.2 *Nonverbal Math Difficulties* 504
 - 16.2.3 *Math Difficulties and Effective Instruction* 504
 - 16.2.4 *Mathematics Learning for Linguistically and Culturally Diverse Learners* 505
 - 16.2.5 *Teaching Students Who Are Mathematically Gifted* 505
 - 16.3 Assessment and Progress Monitoring 507**
 - 16.3.1 *Implementing Assessment and Progress Monitoring* 507
 - 16.3.2 *Diagnosing Students' Learning Needs in Mathematics* 507
 - 16.3.3 *Using Response to Intervention: Identifying Students Who Need Help in Math* 508
 - 16.3.4 *Curriculum-Based Measurement* 509
 - 16.3.5 *Assessing Students' Number Sense* 510
 - 16.4 Helping Students Improve in Math 510**
 - 16.4.1 *Being a Model in Math* 510
 - 16.4.2 *Evaluating the Mathematics Curricula* 511
 - 16.4.3 *Using Curricular Programs for Students with Math Difficulties* 512
 - 16.4.4 *Using Peers to Support Instructional Practice* 513
 - 16.4.5 *Using Teaching Tools and Methods for Improvement* 513
 - 16.4.6 *Teaching for Comprehension* 515
 - 16.4.7 *Using Constant Time-Delay Procedure* 516
 - 16.4.8 *Providing Correction and Feedback* 517
 - 16.4.9 *Providing Practice* 517

16.4.10 *Adapting Instruction for Secondary Students with Math Difficulties* 518

16.5 Strategies for Helping All Students Acquire Basic Math Skills 519

16.5.1 *Prenumber Skills* 519

16.5.2 *Working with Numeration* 521

16.5.3 *Understanding Place Value* 522

16.5.4 *Learning Fractions* 523

16.6 Strategies for Helping All Learners Acquire and Use Computation Skills 524

16.6.1 *Patterns of Common Computation Errors* 525

16.6.2 *Computation and Calculators* 527

16.7 Strategies for Helping All Students Develop Problem-Solving Skills 528

16.7.1 *Teaching Problem-Solving Strategies* 529

16.7.2 *Integrating Math Problem Solving into the Curriculum* 530

Summary 533

Think and Apply 533

Appendix A-1

Glossary G-1

References R-1

Name Index N-1

Subject Index S-1

**TEACHING STUDENTS
WHO ARE EXCEPTIONAL,
DIVERSE, AND AT
RISK IN THE GENERAL
EDUCATION CLASSROOM**



Special Education and Inclusive Schooling

Learning Outcomes

- 1.1** Identify the laws, key provisions, and guidelines that govern special education and explain how these laws influence educational practices for individuals with disabilities.
- 1.2** Describe the responsibilities you have as a classroom teacher for students with special needs and the types of practices and adaptations you need to implement.
- 1.3** Discuss No Child Left Behind and its influence on testing accommodations for students with disabilities and the expanded laws regarding IDEIA, including early education and transition, then consider the instructional implications of implementing inclusion and other services provided in the continuum of services for students with disabilities.

INTERVIEW: ELIZABETH DILLER

Elizabeth Diller is a fifth-grade teacher at Cory Elementary School in an urban city in Texas. Elizabeth is an unusual teacher in that she has worked as both a special education teacher and a general education teacher. For the past 2 years, she has served as the lead teacher in a fifth-grade team. What she likes about her job is that she blends her expertise in special education with her new knowledge as a general education curriculum specialist. She assists the other fifth-grade teachers in developing instructional practices and using progress monitoring to inform instruction for all of the fifth-grade students, including those with identified disabilities. She also works with the response-to-intervention (RTI) team to screen and monitor the progress of students who are at risk for reading and math problems. Elizabeth says, “This is the perfect blend of leading classroom teachers to make appropriate adaptations for students with disabilities in their classrooms and having an opportunity to put the practices in place in my own classroom.”

Elizabeth has been very successful at keeping students with disabilities in general education classrooms. She also has been a cheerleader for the RTI model of preventing academic difficulties and identifying students for special education in their school. Here is some of her advice for general education teachers working in RTI schools:

- Don’t worry if you do not know everything about students with disabilities. Be willing to ask questions and to allow others to help. Many instructional practices that are effective with most students are also effective with students with disabilities.
- Remember that a couple of minutes of focused instructional support that provides additional opportunities for students with disabilities to practice can be very helpful. You don’t need to wait until you have 20 minutes or more, 3 to 5 minutes throughout the day of individual guidance, feedback, and support make a big difference.
- Use ongoing progress-monitoring measures in reading and math to inform your instructional decision making.
- Ask the special education teacher, an experienced general education teacher, or the school psychologist to observe students with disabilities in your class. Ask them for advice to improve your instruction.
- Communicate frequently with parents and other professionals. My class publishes a newsletter every other week that is posted on our class website. If parents like, we print the newsletter and send it home. I also send home weekly notes to parents of students with disabilities to inform them of their child’s progress. I frequently meet with other professionals such as the school psychologist and special education teachers to assure that I am providing appropriate instructional and behavioral supports.

Elizabeth further reflects, “Ever since I was little, I wanted to be a teacher. When I imagined myself as a teacher, I thought about helping students who needed me the most. I really feel most like a teacher when students who have difficulty learning make progress. I like that my classroom includes students with a range of disabilities. We all learn what we can do well and

CHAPTER OUTLINE

Interview: Elizabeth Diller Early and Recent Foundations of Special Education

- Early Influences
- Recent Influences
- IDEIA and the Vocational Rehabilitation Act
- Provisions and Guidelines for Implementing IDEIA
- Provisions of the Vocational Rehabilitation Act
- Continuum of Educational Services: Concept of Least Restrictive Environment
- The Individualized Education Program (IEP)

Responsibilities of Classroom Teachers

- Participating in the Referral and Planning Process
- Adapting Instruction

No Child Left Behind Act, Expanding IDEIA, and Inclusion

- Testing Accommodations for Students with Disabilities
- Expanding the Impact of the IDEIA
- Inclusion
- Accessing Information About Students
- Inclusion Issues

Summary

Think and Apply

what we need help with, and we always know that there are classmates there to support us.”

Introduction

Elizabeth’s account reflects the views of this book. We recognize that teachers make a difference; that we must teach purposefully to empower all of our students to learn; that even small steps matter; and that if we set ambitious goals, provide research-based instruction, and monitor students’ progress, we can ensure success for all learners in our classroom. The aim of this book is to offer you the knowledge, tools, and strategies that will empower you as a classroom teacher to skillfully, confidently, and successfully promote learning for all your students. This book takes a cross-categorical approach—that is, accommodations for exceptional learners are discussed in terms of their shared needs rather than in terms of their identification as members of a disability category. This helps you make instructional and behavioral decisions that benefit the majority of students with special needs.

The basic knowledge you need includes an understanding of the laws and procedures that govern special education and inclusion. This is where we begin.

1.1 EARLY AND RECENT FOUNDATIONS OF SPECIAL EDUCATION

Before the 1950s, many students with disabilities were excluded from attending public schools. Although children with more severe disabilities were forced either to stay home or to be institutionalized, students with mild or moderate learning problems often dropped out of school long before graduating (Pardini, 2002). Interestingly, students with disabilities continue to have a dropout rate that is twice as large as their peers without disabilities (Chapman, Laird, & KewalRamani, 2011). It may be difficult for you to imagine, but as recently as 1958, court cases ruled in favor of excluding students with disabilities from a public school education. In *Department of Public Welfare v. Haas* in 1958, the Supreme Court of Illinois maintained that the state’s compulsory education laws did not require a “free public education for the ‘feebleminded’ or to children who were ‘mentally deficient’ and who, because of their limited intelligence were unable to reap the benefits of a good education” (Yell, 1998, p. 55). Eventually, however, the tide turned in favor of advocating for the education of all students.

1.1.1 Early Influences

Exclusion of students with disabilities from public education would not last forever. A landmark education case paved the way for future legislation that would protect the rights of individuals with disabilities to attend and benefit from public education. In *Brown v. Board of Education* in 1954, the Supreme Court ruled that school segregation by race was not constitutional, even if resources were allotted equally. This was the first time the federal government had advocated for students who experienced inequality and prejudice at school, and it set the path for future legislation for individuals with disabilities. See Figure 1.1 for more examples of court cases that have influenced the education of individuals with disabilities.

The Elementary and Secondary Education Act (ESEA) passed in 1965 initiated the role of the federal government in protecting and providing for students from disadvantaged backgrounds so that they would have equal access to the public education system. For example, one of the ESEA provisions established the free and reduced lunch system because children whose basic needs are not met (e.g., being hungry) are not able to benefit

FIGURE 1.1 Influential court cases

- 1971—*Pennsylvania Association for Retarded Children (PARC) v. Commonwealth of Pennsylvania*. Challenged the constitutionality of excluding individuals with mental retardation from public education and training. The state was not allowed to “deny to any mentally retarded child access to a free public program of education and training.”
- 1972—*Mills v. Board of Education of the District of Columbia*. Another case in which handicapped children had been excluded from public schools. Similar to the *PARC* case, this suit required the state to provide “adequate alternative education services” as well as “prior hearing and periodic review of the child’s status, progress, and the adequacy of any educational alternative” (348 F. Supp., at 878). In both the *PARC* and *Mills* cases, the courts required schools to describe the curricula, objectives, teacher qualifications, and supplemental services that were needed, areas that would later be influential during the drafting of P.L. 94-142.
- 1982—*Board of Education of Hendrick Hudson Central School District v. Rowley*. Clarified the definition of a free and appropriate public education (FAPE). Amy Rowley was a deaf fifth grader who used an FM hearing aid that amplified words spoken by her teacher. She was achieving better than the average student in her class and communicated well with her peers. Although she may not have been achieving maximally and might have benefited from an interpreter, the court ruled that P.L. 94-142 requires states to provide sufficient, but not the best possible, support for students to benefit from a public education at a level typical of that of nondisabled peers.
- 1988—*Honig v. Doe*. Benefited individuals with emotional and/or behavior disorders who have academic and social problems. Ruled that schools could not expel children for behaviors related to their disability.
- 1999—*Cedar Rapids v. Garret F. Garret* was paralyzed from the neck down in an accident when he was age 4, but his mental capacities were unaffected. He required nursing services to attend his regular classes, and the court ruled that under IDEA students must be provided with the supplemental services they need to attend school at no extra cost to the parents.
- 2007—*Winkelman v. Parma City School District*. The Supreme Court decided that parents may pursue IDEA claims on their behalf independent of their child’s rights.

fully from instructional programs that are provided. A critical component of the ESEA for individuals with disabilities was the grant program that encouraged states to create and improve programs for students with disabilities. This program was later revised in 1970 as the Education of the Handicapped Act (P.L. 91-230) and continued support for state-run programs for individuals with disabilities, although it did not provide any specific guidelines for how to develop these programs or what they should look like.

For many students with disabilities, the initial goal of special education was to ensure that they were provided an opportunity to attend school and profit from education. Not until the passage of P.L. 94-142 in 1975 were schools required to ensure that all children, regardless of their disability, receive a free and appropriate public education. For students with learning disabilities, most of whom were already provided education within the general education system, their special needs would now be identified and they would be provided with a special education.

Initially, defining and providing a special education for students with disabilities were challenges for educators. Little was known about what an effective educational program for students with disabilities should look like. Many classroom teachers perceived that they did not have the knowledge or skills to provide these students with an appropriate education. We have made extraordinary progress in the last few decades and yet we continue to realize that many students with disabilities are not accessing the quality education they need (Vaughn, Zumeta, Wanzek, Cook, & Klingner, 2014).

1.1.2 Recent Influences

The Every Student Succeeds Act (ESSA) was signed by President Obama in December 2015 as a commitment to equal opportunity for all students. ESSA replaced the No Child Left Behind Act (NCLB) that was enacted in 2002. ESSA includes many of the components of NCLB but provides additional opportunities for schools when students are not making adequate progress. Both are bi-partisan bills with a focus on improving educational outcomes for all students including students who have traditionally demonstrated low performance in academic areas. ESSA shifts students accountability from the federal government to state and local control where progress is monitored and sanctions determined. NCLB was enacted to provide a framework “on how to improve the

performance of America’s elementary and secondary schools while at the same time ensuring that no child is trapped in a failing school” (U.S. Department of Education, 2002b, p. 1). NCLB covers a wide range of areas, from improving teacher quality and supporting instruction for English language learners (ELLs) to efforts to keep schools safe and drug free. Following are the three areas of education that have been affected by NCLB:

- *Increased accountability.* In perhaps the cornerstone of NCLB legislation, students are required to take statewide assessments (e.g., tests) that are aligned with curriculum **accountability standards** (e.g., state-identified grade-level learning expectations in key curriculum areas such as reading and math). Furthermore, school districts are expected to make **adequate yearly progress (AYP)** in the areas that are tested. Adequate yearly progress is the amount of gain the school district negotiates with the state that it will make for students who are behind. It is the way the school district can determine whether it is closing the gap between students’ current performance and their expected performance at that grade level. Unique to this legislation is the distinction that all students should be included *and* make adequate yearly progress in these high-stakes assessments, regardless of disability, socioeconomic status, language background, and race or ethnicity. Schools that fail to make adequate progress toward proficiency goals are subject to improvement and restructuring efforts as needed to assist them in meeting state standards. Students with disabilities and special education teachers are influenced by this increased accountability, as most students with disabilities will conform to these increased high expectations for performance on outcome assessments.
- *School choice.* Parents whose children attend schools that do not meet state accountability standards are given the opportunity to send their children to schools with higher performance records. Furthermore, there is more flexibility in how **Title I funds** (special funds allotted to schools with a large proportion of low-income families) are used, as well as support for **charter schools** (schools that develop proposals to use state funds but have independence from the local school district) that provide parents with additional educational options for their children. Critics of school choice raise the concern that charter schools might exclude students with special needs or allow all students to attend without providing the necessary services and resources that would help them succeed (Howe & Welner, 2002).
- *Greater flexibility for states, school districts, and schools.* A goal of NCLB is to provide states with greater flexibility in how they choose to use federal education funds (including providing a variety of state grant options in areas such as teacher quality, educational technology, and reading) as long as they demonstrate high standards of accountability.

Since it has been more than a decade since NCLB was passed into legislation, it is very likely that a revised version of NCLB will appear in the near future. Secretary of Education Arne Duncan provided a press release on the NCLB revision process (press@ed.gov; April 16, 2015) stating that he thought the following ideas were critical:

- Expand access to high-quality preschool
- Invest in innovation and scaling what works
- Assist all students in succeeding (including those with disabilities)
- Provide communities with the information they need to know if students are falling behind in school

1.1.3 IDEIA and the Vocational Rehabilitation Act

Legislation for individuals with disabilities has provided them with education, employment, housing, and other rights that they previously were denied because of their disabilities. You can imagine how important the following two landmark pieces of legislation have been. The Individuals with Disabilities Education Act (IDEA),

P.L. (Public Law) 94-142, and the Vocational Rehabilitation Act, P.L. 93-112, have significantly improved the opportunities for individuals with disabilities.

P.L. 94-142, originally referred to as the Education for All Handicapped Children Act, was enacted in 1975, later reauthorized and expanded as the **Individuals with Disabilities Education Act (IDEA)** in 1990, and most amended by the Individuals with Disabilities Education Improvement Act (IDEIA) in 2004 (with regulations published in August 2006 for school age youngsters) and in 2011 for babies and toddlers. We do not expect significant changes in the law before 2017. This legislation was designed to ensure that all children with disabilities receive an appropriate education through special education and related services. Figure 1.2 provides a summary of the history of laws governing special education.

1.1.4 Provisions and Guidelines for Implementing IDEIA

To ensure that the provisions of this legislation are adhered to, teachers must understand the basic premises that are at its foundation. The following primary provisions and guidelines characterize what schools and teachers must know and do (Turnbull, Stowe, & Huerta, 2008):

- *Zero reject/free, appropriate public education.* No child with disabilities can be excluded from education. This is commonly referred to as **zero reject**. Mandatory legislation provides that all children with disabilities be given a **free, appropriate public education**. Before IDEIA, school officials who felt that they were not equipped to address the special needs of particular students would not accept such students into their schools.
- *Child Find.* States are required to identify and track the number of students with disabilities and to plan for their educational needs. This is commonly called **Child Find**.
- *Age.* The law defines the ages that individuals with disabilities must be educated. IDEIA provides for special programs and services for all students with disabilities between the ages of 3 and 21. Infants and toddlers with developmental delays (birth to 2 years of age) are also eligible to receive early intervention services.
- *Nondiscriminatory evaluation.* A **nondiscriminatory evaluation**—an evaluation that does not discriminate on the basis of language, culture, and student background—must be provided for each individual identified for special education.
- *Individualized education program.* An **individualized education program (IEP)**—a plan developed to meet the special learning needs of each student with disabilities—must be written, implemented, and reviewed.
- *Least restrictive environment.* IDEIA defines the educational settings in which students are placed. The **least restrictive environment** is the setting most like that of students without disabilities that also meets each child's educational needs. Inherent in the least restrictive environment is the notion of continuum of services. **Continuum of services** means that a full range of service options for students with disabilities will be provided by the school system. These service options include self-contained classrooms, resource rooms, and homebound and general education programs.
- *Due process.* **Due process** not only ensures that everyone with a stake in the student's educational success has a voice, but also addresses written notification to parents for referral and testing for special education, parental consent, and guidelines for appeals and record keeping. IDEIA guarantees the right to an impartial hearing if appropriate procedures outlined by IDEIA are not followed and parents or schools believe that programs do not meet the student's educational needs.
- *Confidentiality of records.* IDEIA requires **confidentiality of records**. All records and documents regarding students with disabilities must remain both confidential and accessible to parents.

FIGURE 1.2 History of the federal laws for the education of learners who are exceptional

1965	<p>Elementary and Secondary Education Act (ESEA) (Public Law 89-10)</p> <ul style="list-style-type: none"> • Supports many initiatives that help low-income families access high-quality education programs • Includes provisions for free and reduced lunches and additional teachers in disadvantaged communities • Applies to children who need additional support to benefit from public school education programs
1973	<p>Vocational Rehabilitation Act (VRA) (Public Law 93-112, Section 504)</p> <ul style="list-style-type: none"> • Defines <i>handicapped person</i> • Defines <i>appropriate education</i> • Prohibits discrimination against students with disabilities in federally funded programs
1974	<p>Educational Amendments Act (Public Law 93-380)</p> <ul style="list-style-type: none"> • Grants federal funds to states for programming for exceptional learners • Provides the first federal funding of state programs for students who are gifted and talented • Grants students and families the right of due process in special education placement
1975	<p>Education for All Handicapped Children Act (EAHCA) (Public Law 94-142, Part B)</p> <ul style="list-style-type: none"> • Known as the Mainstreaming Law • Requires states to provide a free and appropriate public education for children with disabilities (ages 5 to 18) • Requires individualized education programs (IEPs) • First defined <i>least restrictive environment</i>
1986	<p>Education of the Handicapped Act Amendments (Public Law 99-457)</p> <ul style="list-style-type: none"> • Requires states to extend free and appropriate education to children with disabilities (ages 3 to 5) • Establishes early intervention programs for infants and toddlers with disabilities (ages birth to 2 years)
1990	<p>Americans with Disabilities Act (ADA) (Public Law 101-336)</p> <ul style="list-style-type: none"> • Prohibits discrimination against people with disabilities in the private sector • Protects equal opportunity to employment and public services, accommodations, transportation, and telecommunications • Defines <i>disability</i> to include people with AIDS
1990	<p>Individuals with Disabilities Education Act (IDEA) (Public Law 101-476)</p> <ul style="list-style-type: none"> • Renames and replaces P.L. 94-142 (EAHCA) • Establishes “people-first” language for referring to people with disabilities • Extends special education services to include social work, assistive technology, and rehabilitation services • Extends provisions for due process and confidentiality for students and parents • Adds two new categories of disability: autism and traumatic brain injury • Requires states to provide bilingual education programs for students with disabilities • Requires states to educate students with disabilities for transition to employment, and to provide transition services • Requires the development of individualized transition programs for students with disabilities by the time they reach the age of 16
1997	<p>Individuals with Disabilities Education Act (IDEA) (Public Law 105-17)</p> <ul style="list-style-type: none"> • Requires that all students with disabilities continue to receive services, even if they have been expelled from school • Allows states to extend their use of the developmental delay category for students through age 9 • Requires schools to assume greater responsibility for ensuring that students with disabilities have access to the general education curriculum • Allows special education staff who are working in mainstream classrooms to assist general education students when needed • Requires a general education teacher to be a member of the IEP team • Requires students with disabilities to take part in statewide and districtwide assessments • Requires states to offer mediation as a voluntary option to parents and educators to resolve differences • Requires a proactive behavior management plan to be included in the student’s IEP if a student with disabilities has behavior problems • Limits the conditions under which attorneys can collect fees under IDEA
2004	<p>Individuals with Disabilities Education Improvement Act (IDEIA) (Public Law 108-446)</p> <ul style="list-style-type: none"> • Allows districts to use a response-to-intervention (RTI) model for determining whether a child has a specific learning disability, and no longer requires that a child have a severe discrepancy between achievement and intellectual ability to qualify (RTI is described in more detail later in this chapter) • Increases federal funds to provide early intervention services to students who do not need special education or related services • Eliminates use of short-term objectives in an IEP except for students who do not take statewide achievement assessments • Raises standards for special education licensure • Adopts policies designed to prevent the disproportionate representation of students in special education by race and ethnicity

- *Advocacy.* IDEA requires **advocacy** for students without guardians. Advocates are assigned for individuals with disabilities who lack known parents or guardians.
- *Noncompliance.* IDEA requires that states mandate consequences for **noncompliance** with the law.
- *Parent participation.* **Parent participation** and shared decision making must be included in all aspects of identification and evaluation of students with disabilities.

Teachers may wonder what some of the guidelines are that pertain to all educational settings. The following guidelines were developed by the U.S. Department of Education after the Individuals with Disabilities Education Improvement Act (2004) was passed to provide this information to school personnel. Critical guidelines include:

- Using **person-first language**. In other words, do not define a child by his or her disability. For example, say “students with learning disabilities” rather than “learning-disabled students” or “students with autism” rather than “autistic students.”
- Requiring that **transition services** be included in the individualized education programs of all students by at least age 16. Transition services refers to providing activities on behalf of the student with the disability that promote an outcome-oriented process of supports from school to postsecondary activities that include further schooling, vocational training, and integrated employment.
- Providing for states, as well as school districts, to be sued if they violate the IDEA.
- Including two new special education categories: traumatic brain injury and autism.
- Adding assistive technology as a support service.
- Promoting the involvement of students with disabilities in the general education curriculum.
- Requiring greater accountability for results so that students with disabilities are part of the accountability system.
- Requiring that the IEP not only describe the extent to which a student will be integrated, but also detail the aids and accommodations the student will receive within the general education classroom.
- Allowing states and local districts to use “developmental delay” eligibility criteria through age 9 instead of one of the specific disability categories so that students will not be classified too early.
- Providing further flexibility by allowing IDEA-funded staff who work with students with disabilities in general education classrooms to work with others who need their help as well.
- Requiring states to include students with disabilities in assessments, and to provide appropriate modifications and develop alternative assessments for the small number of students who cannot participate in regular assessments.

In addition to these provisions and guidelines, the U.S. Department of Education (n.d.) maps out key features of the IDEA that shape how the provisions and guidelines are implemented:

- *Evidence-Based Practice:* One of the significant requirements when Congress reauthorized IDEA in 2004 was the stipulation that students with disabilities receive services based on knowledge and practice from research—to the extent possible. Students with disabilities are vulnerable to receiving risky practices. Establishing research as the baseline for decision making for individuals with disabilities is a valuable guide.
- *Discipline:* The IDEA allows schools to remove students with disabilities for serious bodily injury and adds new authority to consider discipline on a case-by-case basis.
- *Response to Intervention:* Schools must permit the use of alternative research-based procedures for determining whether a student has a severe learning disability and must not require use of a severe discrepancy.